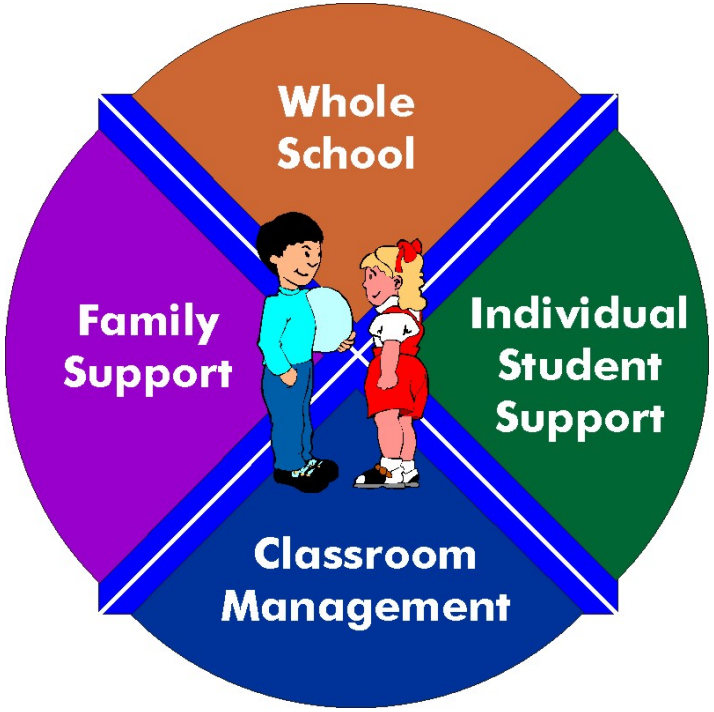
Creating Safe and Healthy Schools with Positive Behavior Supports

- Discuss school discipline and child development challenges
- Describe PBS practices
- Describe PBS research outcomes: does this work?
- Future directions and questions



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Challenging Behaviors

- Exist in every school and community (always will)
- Vary in intensity and frequency
- Are associated w/ a variety of risk factors (no single pathway)
- Present our greatest public health problem!

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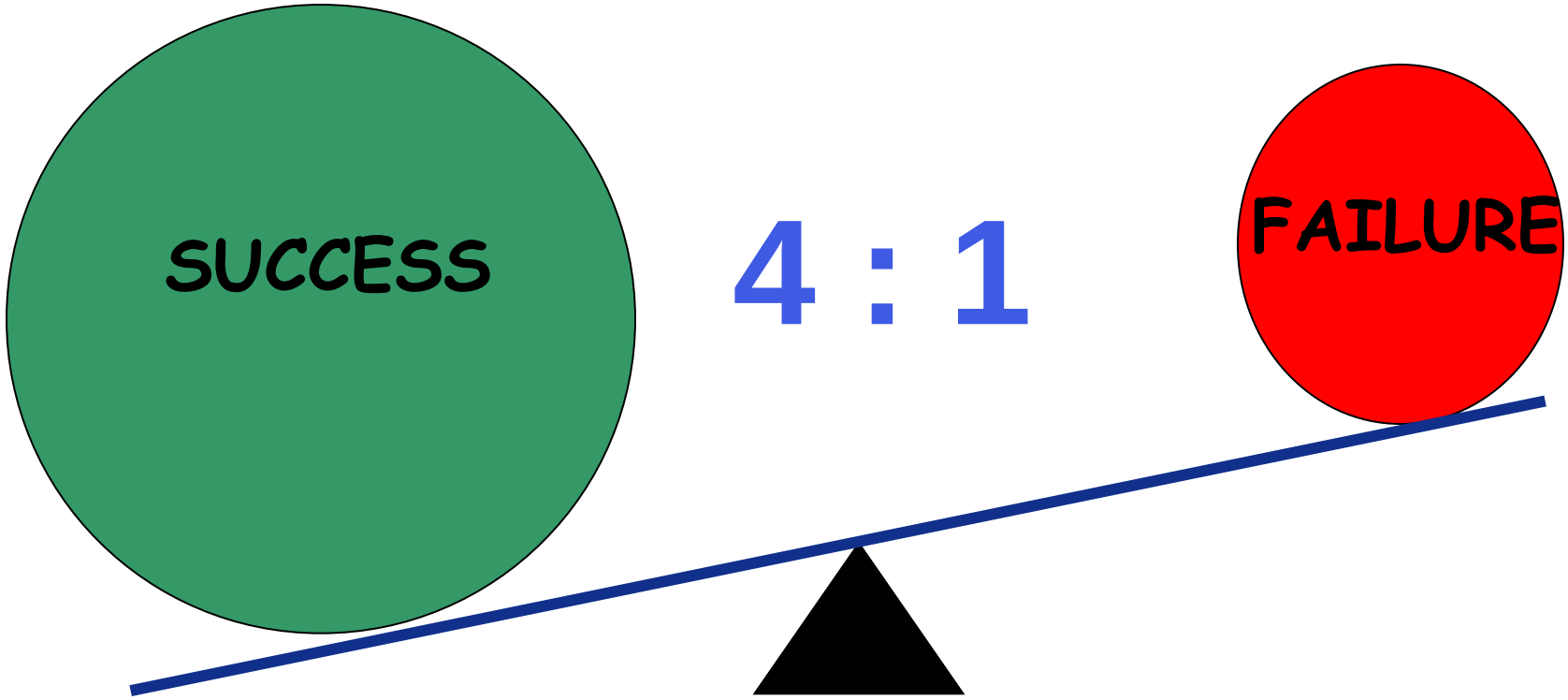
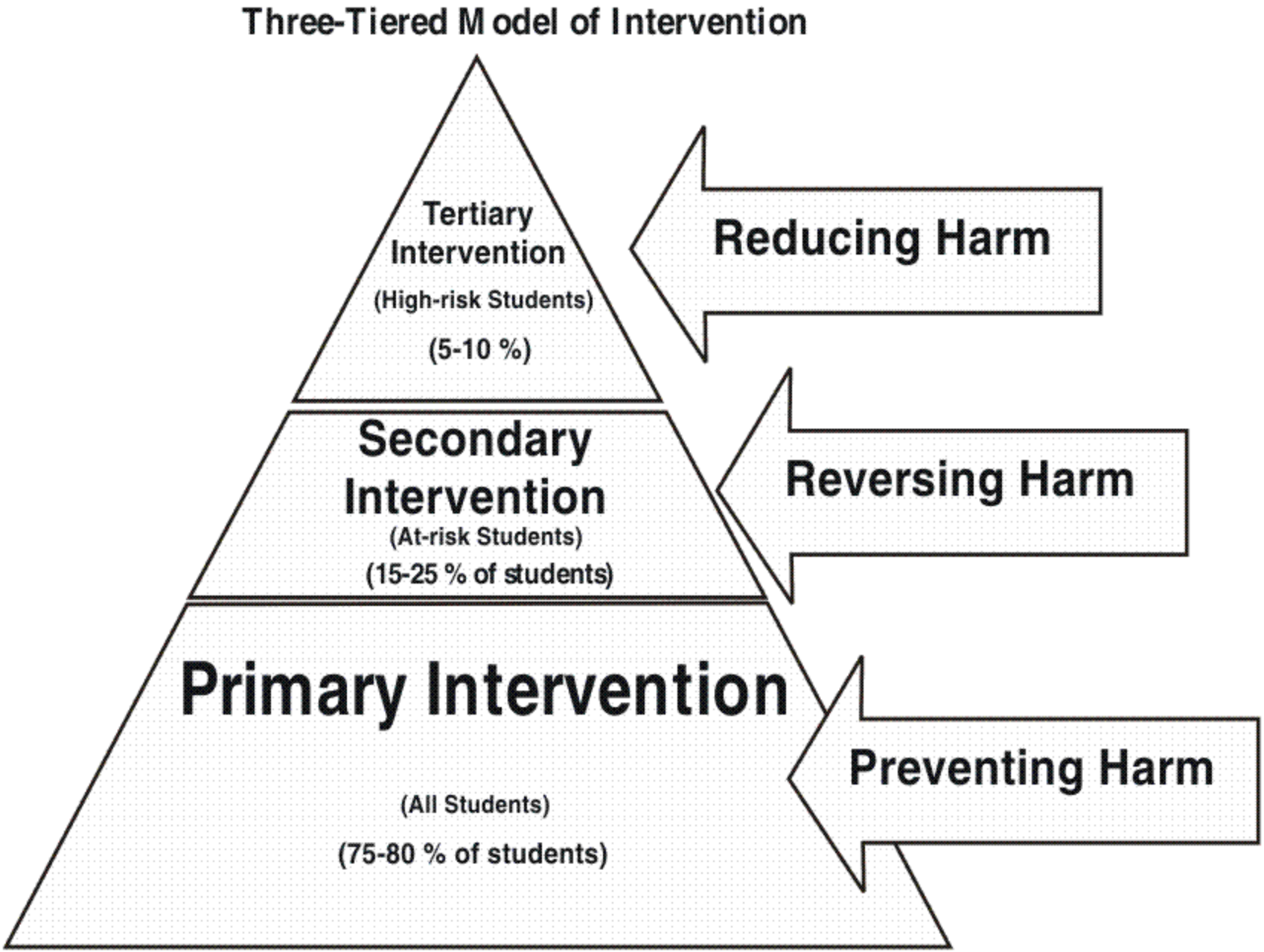
PBS History

- 1960's: Application of behavioral methods in education and behavior management (aka behavior modification)
- 1980's
  - "nonaversives": backlash against "aversives" such as electric shock, isolation, aversive tastes
  - Functional behavioral assessment: behavior has a purpose (e.g., avoid or approach)
- 1990's: FBA and Positive Behavior Supports included in IDEA

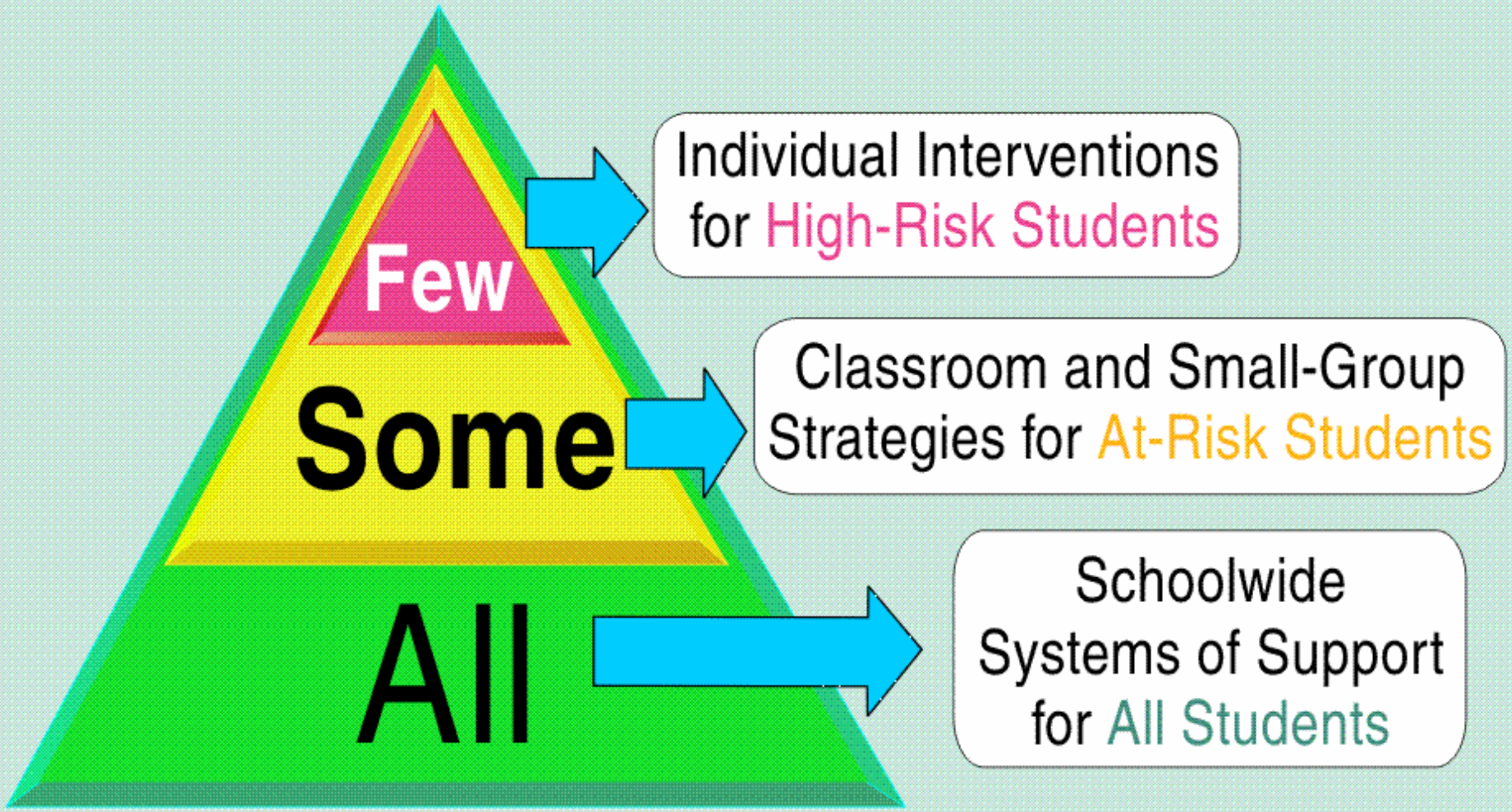
PBS is….

What parents, teachers, peers and others do to increase student success---the whole village!




Three-Tiered Model of Intervention
Tertiary Intervention
(High-risk Students)
(5-10 %)
Reducing Harm
Secondary Intervention
(At-risk Students)
(15-25 % of students)
Reversing Harm
Primary Intervention
(All Students)
(75-80 % of students)
Preventing Harm

Three-Tiered Model of School-Wide Discipline Strategies



IVDB Institute on Violence and Destructive Behavior
Community-Based Prevention and Intervention
http:\\uoregon.edu/~ivdb

How do some kids grow up to be challenging?

- Risk factor exposure
  - Poverty/low income
  - Family Stress
    - Abuse or neglect
    - Harsh and inconsistent discipline
  - Community Disorganization
  - Poor Nutrition
  - **School Practices**

Risk Persists

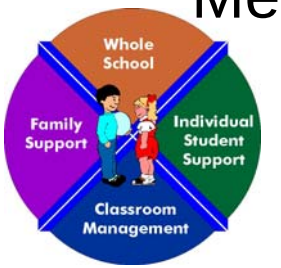
- Exposure to multiple adverse childhood experiences predicts increased risk for serious life adjustment problems
  - Academic failure
  - Peer and Teacher Rejection
  - Depression
  - Behavioral problems
  - Is linked to health and life outcome status decades later
    - Predicts increased risk of dying from any one of the seven leading causes of death in adults (Felitti et al 1998)

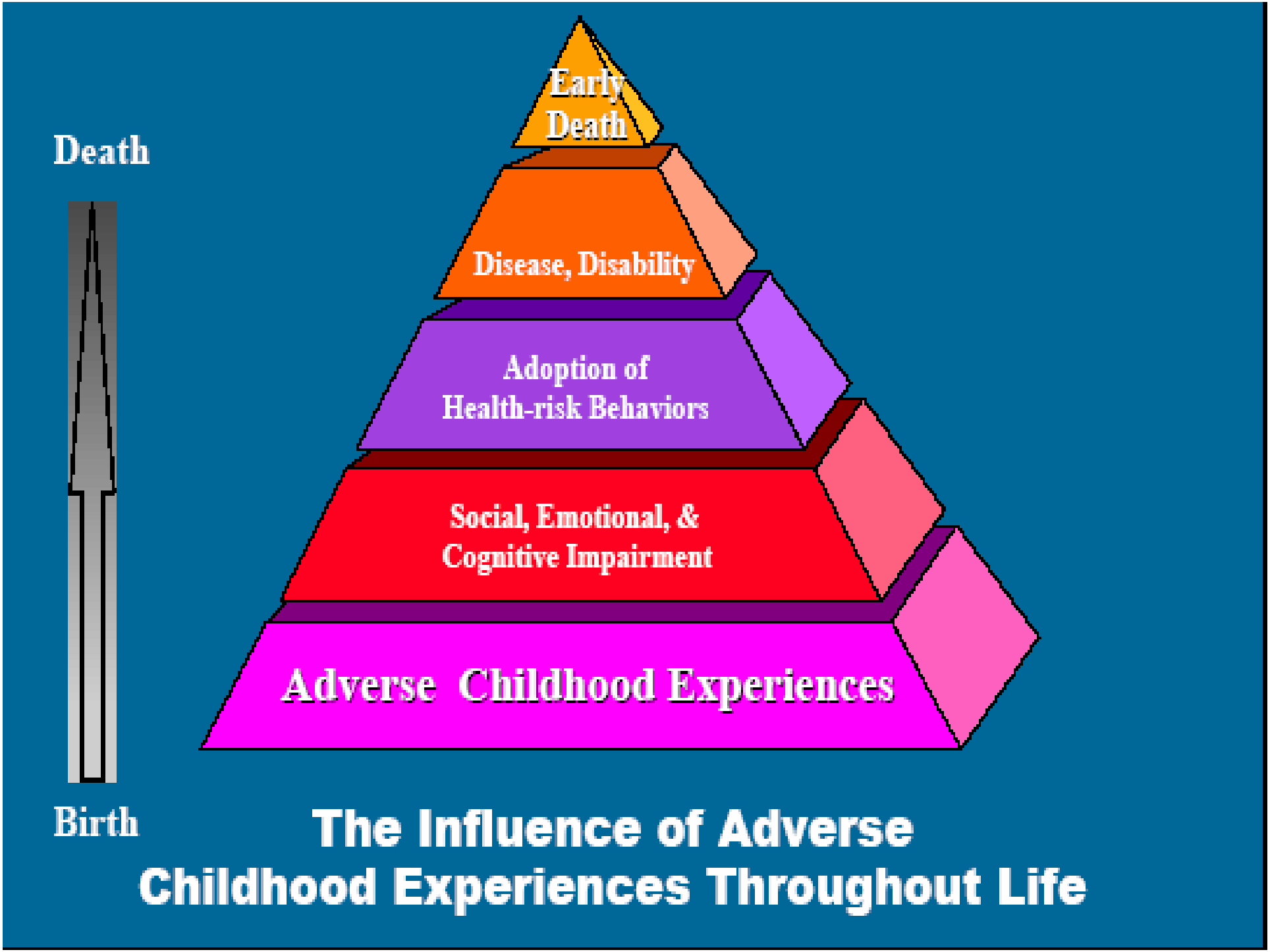
The Adverse Childhood Experiences ACE) Study

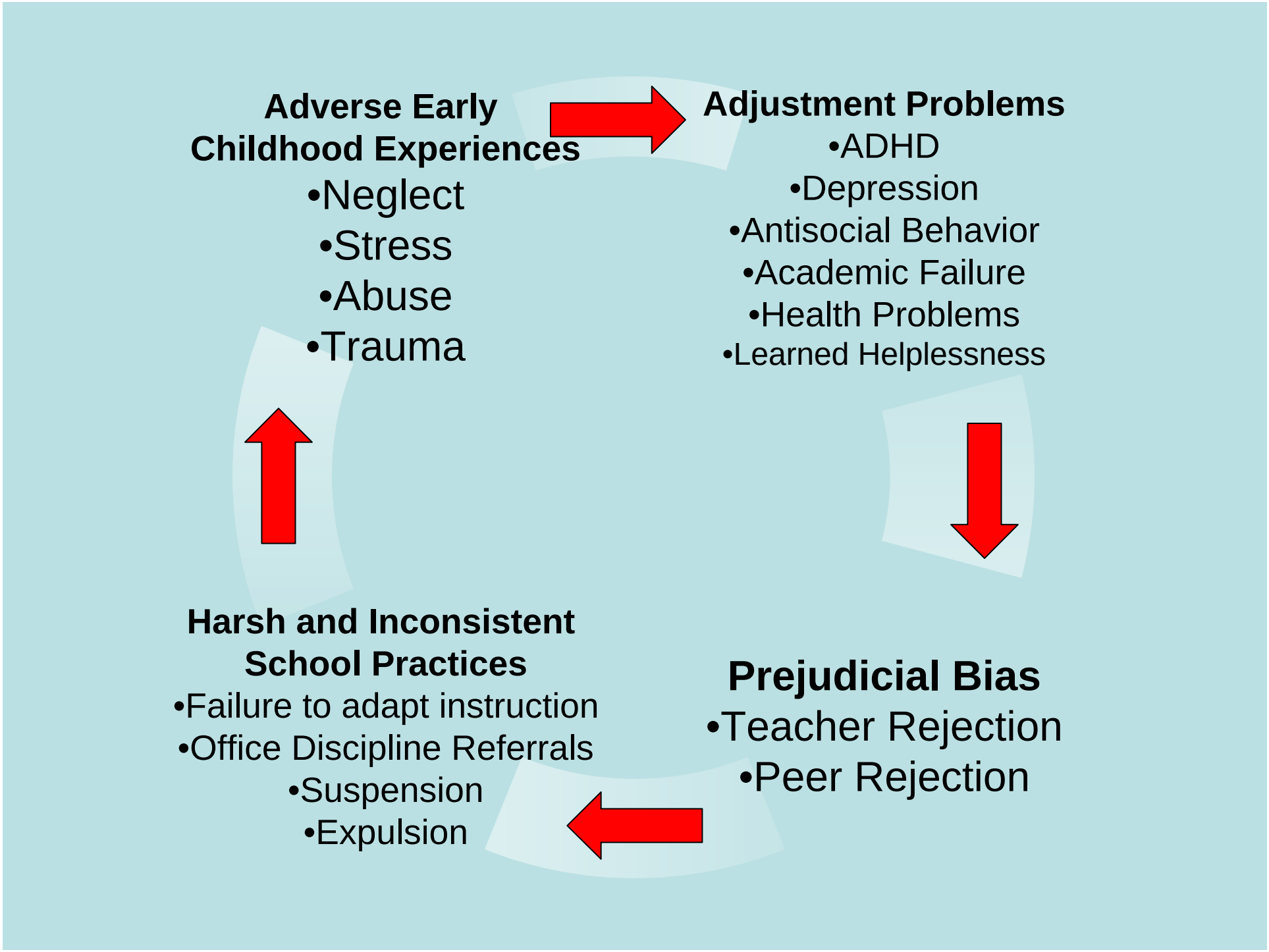
- Summary of Findings:
  - **Adverse Childhood Experiences (ACEs) are very common**
  - **ACEs are strong predictors of later health risks and disease**
  - **This combination makes ACEs *the leading* determinant of the health and social well-being of our nation**
    - Vincent Fellitti

Categories of Adverse Childhood Experiences

Abuse, by Category	Prevalence (%)
• Psychological (by parents)	• 11%
• Physical (by parents)	• 11%
• Sexual (anyone)	• 22%
Household Dysfunction, by Category	
• Substance Abuse	• 26%
• Mental Illness	• 19%
• Mother Treated Violently	• 13%
• Imprisoned Household Member	• 3%




Death
Early Death
Disease, Disability
Adoption of Health-risk Behaviors
Social, Emotional, & Cognitive Impairment
Adverse Childhood Experiences
Birth
The Influence of Adverse Childhood Experiences Throughout Life


Adverse Early Childhood Experiences
•Neglect
•Stress
•Abuse
•Trauma
Adjustment Problems
•ADHD
•Depression
•Antisocial Behavior
•Academic Failure
•Health Problems
•Learned Helplessness
Prejudicial Bias
•Teacher Rejection
•Peer Rejection
Harsh and Inconsistent School Practices
•Failure to adapt instruction
•Office Discipline Referrals
•Suspension
•Expulsion

Risk Persists

- If risk exposure persists, vulnerability persists
- But, when treatment “works” treatment often ends

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If you always do what you always did, you'll always get what you always got.

"Moms" Mably

WE CAN'T AFFORD TO SAVE THIS ONE, BUT DON'T WORRY, SOMEONE WILL CATCH HIM.
WELFARE SYSTEM
JUDICIAL SYSTEM
IPS
ALTERNATIVE SCHOOL
GANGS
THE INDIANAPOLIS STAR

Common response to behavioral problems: Apply increasing sanctions

- *Increase monitoring and Supervision*
- *Restate rules & sanctions (talk them out of it!)*
- *Pay more attention to problem behavior*
- *Refer disruptive students to office, suspend, expel*

- Punishment practices may appear to “work” in the short term
  - Remove student
  - Relieve to teachers, students, administrator
  - Attribute responsibility for change to student &/or others (family)

Does Punishment Work Without A Balance of Positive Acknowledgement?

- Detrimental effects on teacher-student relations
- Modeling: undesirable problem solving
  - Reduced motivation to maintain self-control
  - Generates student anger
  - May result in more problems (Mayer, 1991)
    - Truancy, dropout, vandalism, aggression
- Does not teach: Weakens academic achievement
- Limited long term effect on behavior

Questions to ask

- How can we make our discipline process
  - Help students accept responsibility?
  - Place high value on academic engagement and achievement?
  - Teach alternative ways to behave?
  - Focus on restoring the environment and social relationships in the school?

Our Challenge

- We must enhance our capacity to create & sustain positive & effective school discipline practices!
- We know what works, but we often don't do it consistently

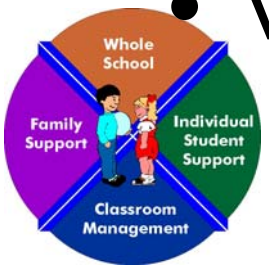
Schools That Reduce Disruption and Delinquency

- Shared values regarding school mission and purpose (admin, staff, families, students)
- Clear expectations for learning and behavior
- Multiple activities designed to promote pro-social behavior and connection to school traditions
- A caring social climate involving collegial relationships among adults and students
- Students have valued roles and responsibilities in the school

Reducing common behaviors every day will change the probability of high risk behaviors over time

- Class disruption
- Noncompliance
- Bullying and Harassment
- Truancy
- Vandalism

- Theft
- Alcohol, Tobacco and Other Drug Use
- Weapon Carrying
- Dropout
- Assault
- Rape
- Suicide (3rd leading cause of death for adolescents)
- Homicide



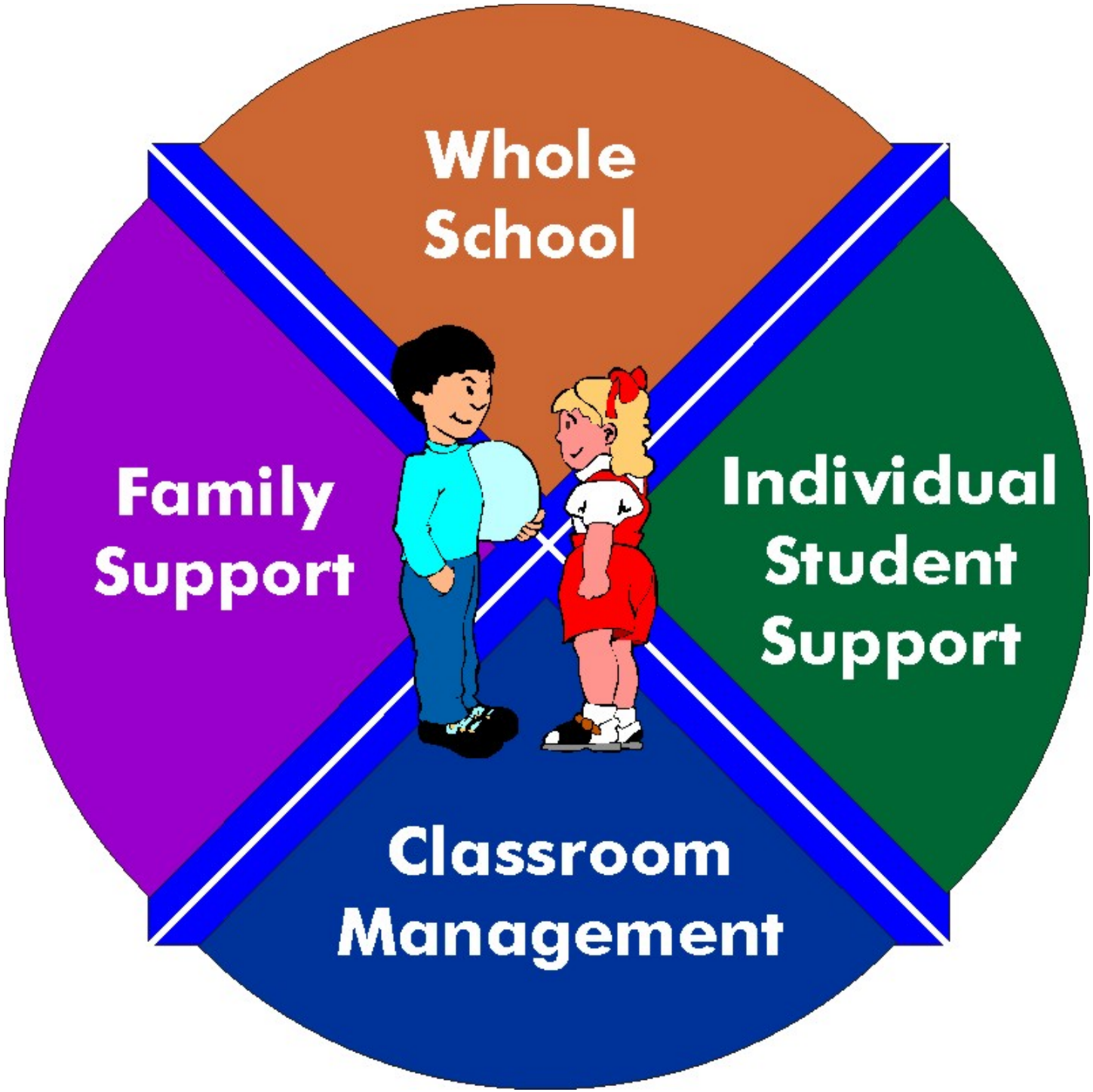
AIM for PBS Success

- Adopt
- Implement
- Maintain

School Wide PBS: Adoption Conditions

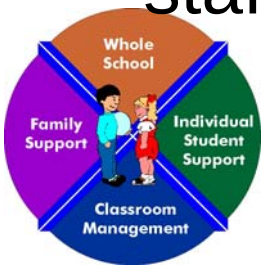
- School improvement priority
- Principal is an active leader and involved!
- Use of standardized curriculum materials (for kids and adults)
- Most adults help implement the program
- All kids affected and involved (even the tough ones)
- System for performance-based feedback
- Commitment to sustained implementation

SPEED BUMP By Dave Coverly


Whole School
Family Support
Individual Student Support
Classroom Management

How do we do this?

- Train and support a representative school team
  - Principal actively leads and facilitates
  - Set time to plan and continuously improve
- Set school wide expectations
- Set a plan to teach expected behavior
- Set a plan to recognize expected behavior and actively supervise
- Provide firm but fair behavioral corrections
- Set a system to use office discipline referral data to make decisions and give/seek feedback to/from staff



R R Vikings aRe R

RESPONSIBLE

- Know and follow directions
- Accept consequences
- Are punctual

RESPECTFUL

- Know and follow directions
- The appropriate language and action
- Honor personal space and property

READY

- Know and follow directions
- Are prepared
- Are punctual

Successful

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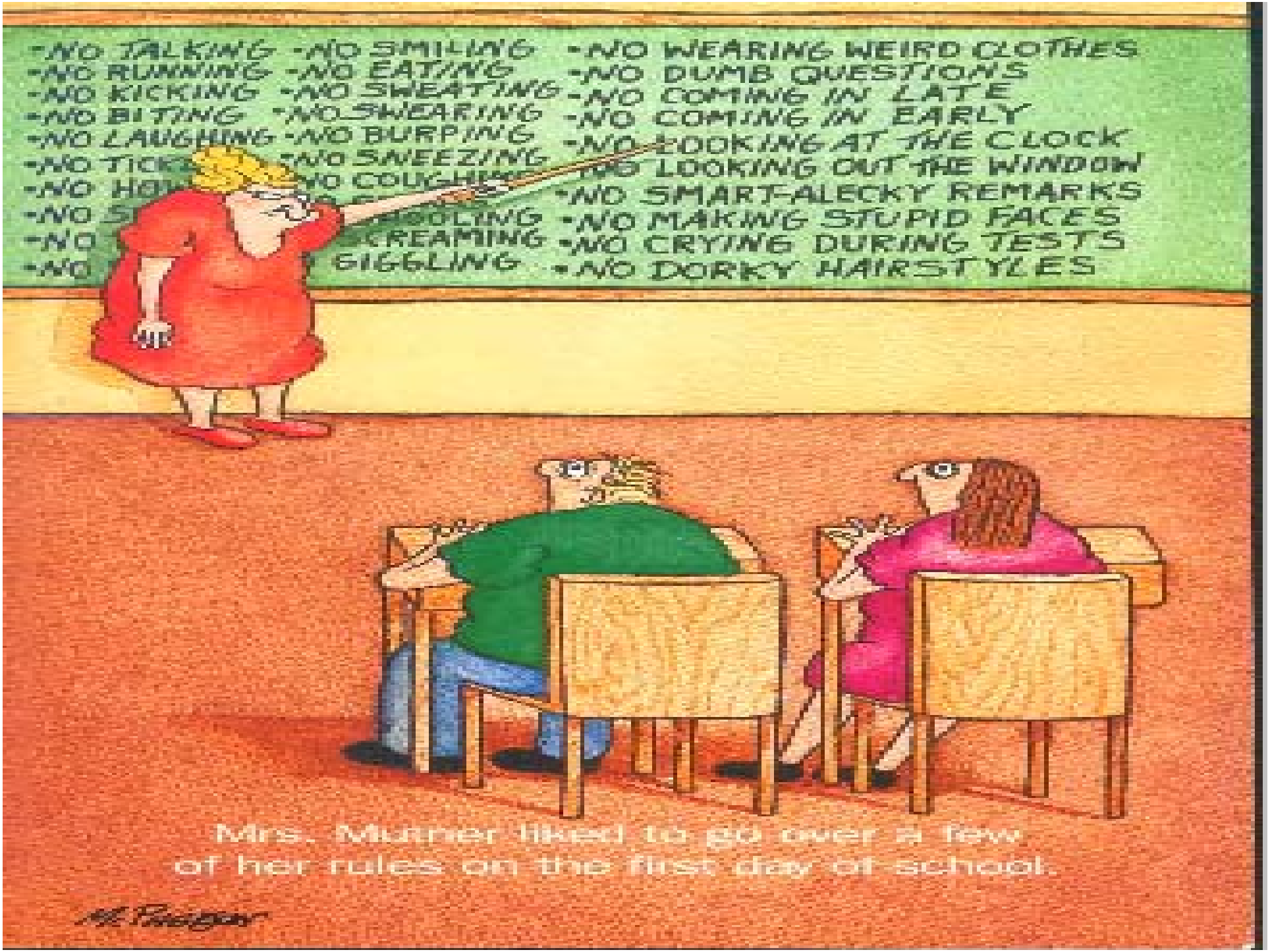
	Safe	**Respectful**	**Responsible**
Classroom Examples	• Hands and feet to self • Ask permission to leave assigned areas • Follow directions and safety procedures • Keep walkways clear	• Treat others property with respect • Follow directions and classroom assignments • Actively listen to designated speaker • Use appropriate voice and words	• Be on time and prepared • Stay on task • Resolve attendance issues before class • Sign in/ sign out • Clean up after yourself
Bus Slip Examples	• Hands and feet to self • When busses are present, remain on sidewalk • Walk at all times	• Treat others and property with respect • Use appropriate voice and language • No harassment • Limited PDA's	• Clean up after yourself • Remind others to follow rules
Eating Areas Examples	• Hands and feet to self • Walk at all times • Keep walkways clear	• Treat others and property with respect • Use appropriate voice and language • Limited PDA's	• Clean up after yourself • Remind others to follow rules
Assembly Examples	• Hands and feet to self • Enter and exit in an orderly fashion • Keep walkways clear	• Be attentive • Listen with an open mind • Remove hats when requested • Applaud appropriately	• Sit quietly • Remind others to follow rules
Hallway Examples	• Hands and feet to self • Keep walkways clear • Walk at all times	• Treat others and property with respect • Use appropriate voice and language • Limited PDA's	• Clean up after yourself • Inform staff of spills and wait for help


-NO TALKING
-NO RUNNING
-NO KICKING
-NO BITING
-NO LAUGHING
-NO SMILING
-NO EATING
-NO SWEATING
-NO SWEARING
-NO BURPING
-NO SNEEZING
-NO WEARING WEIRD CLOTHES
-NO DUMB QUESTIONS
-NO COMING IN LATE
-NO COMING IN EARLY
-NO LOOKING AT THE CLOCK
-NO LOOKING OUT THE WINDOW
-NO SMART-ALECKY REMARKS
-NO MAKING STUPID FACES
-NO CRYING DURING TESTS
-NO DORKY HAIRSTYLES
GIGGLING
Mrs. Mutmer liked to go over a few of her rules on the first day of school.

School Rule Lesson Plan Example

The Topic/Rule: **Use appropriate language in conversation**

What do we expect the student to do?

1. Speak appropriately in all school settings
2. Give up use of profanity
3. Express anger or frustration with appropriate words

How will we teach the expected behavior?

Tell why following the rule is important: Profanity is offensive to other people and spreads negative attitudes. Using appropriate language is an important social skill for behaving in future employment and community settings.

List examples and non examples of the expected behaviors (two to three each): Ask students to identify examples and not-examples of each part of the rule. Ask them to identify both and tell why is a good or bad example of expected behavior.

a. A *positive example:* When John's locker was stuck he said "I'm going to be late!" and walked to class.

Mary saw an excellent car in the parking lot at the local store. She said, "I saw this really cool car today!"

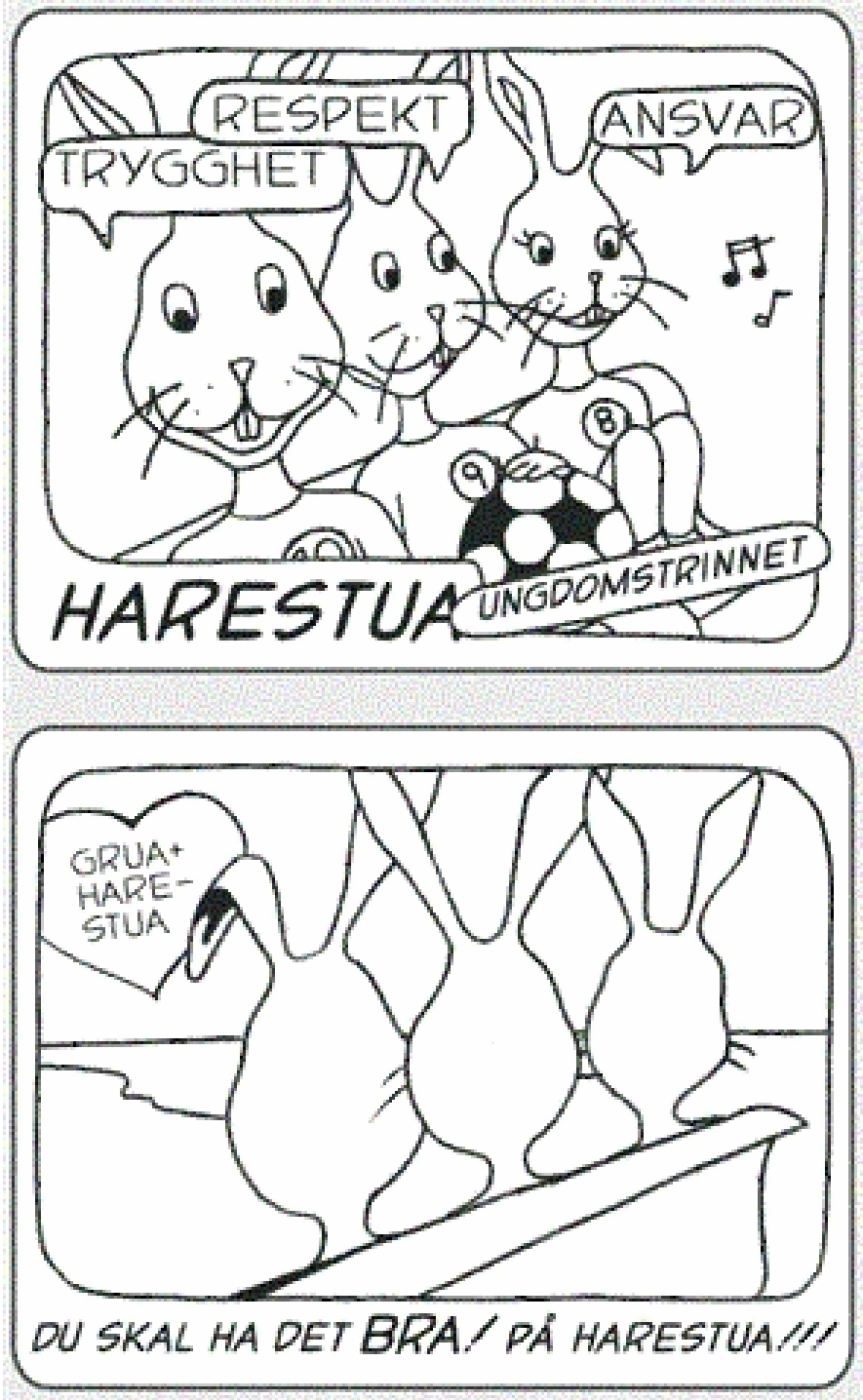
b. A *Non example:* John's locker won't open and class is about to start. He says" ******" and slams the locker with his fist. Other people in the area feel uncomfortable and afraid.

Mary wanted to tell about a car she saw at the local store. She said, "I saw this ***** cool car at the Safeway parking lot." Her friends were embarrassed.

Provide opportunities to practice and build fluency:

1. Brainstorm a list of alternative words or terms.
2. Engage students in a frustrating activity and prompt them to use appropriate language.
3. Discuss/identify positive things about our school or other students.
4. Generate a list of words that are not acceptable/acceptable.

Responsible
Respectful
Safe
Student:
Teacher:


RESPEKT
TRYGGHET
ANSVAR
HARESTUA
UNGDOMSTRINNET
GRUA+ HARE- STUA
DU SKAL HA DET BRA! PÅ HARESTUA!!!

Intrinsic or Extrinsic Motivation?

- What is the pathway?
  - External control precedes internal control
  - Children need years of external control before internal control takes over
    - In elementary, you may never see the “internal” effects
  - At risk children tend to favor short term, low value rewards vs. longer term, high value rewards

What does the research indicate?

- Intrinsic motivation is affected by
  - The interest value of the task
  - The student's relationship with the teacher
- Student's will come to "depend" on extrinsic motivation if
  - It's too predictable
  - Withdrawn without fading (tolerance for delay)

What does the research indicate?

- Extrinsic rewards are valuable during acquisition
  - Praise and acknowledge
    - “trying”
    - “risk taking”
- Extrinsic rewards are valuable during fluency building
  - Practice is sometimes boring!

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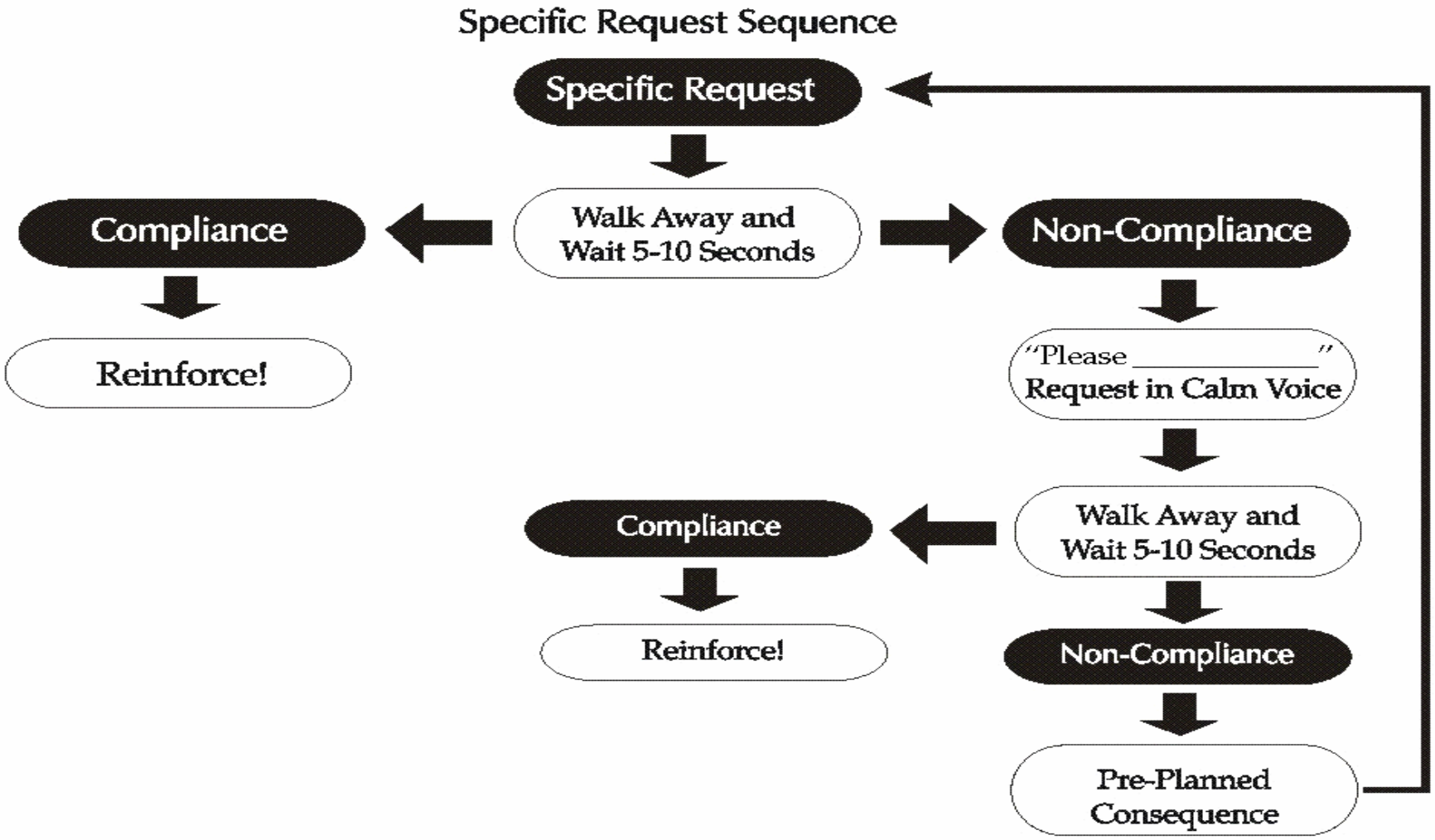
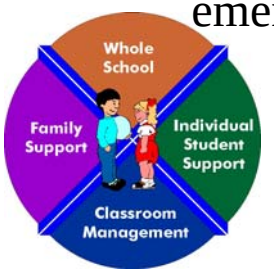
Firm but fair corrections: The teachable moment!



Firm but fair corrections

- **Colvin's Approach to Defusing Escalation**
- If a student shows signs of escalation:
  - Stop and think….
  - Restate the expected behavior and bring other students on task.
  - Recognize other students for acceptable behavior
  - Speak privately, and acknowledge agitation calmly.
  - Isolate, ignore, or offer support to the "escalating" student.
  - Give the student a positive choice (e.g., "You can either get back to work or go to the office.")
  - Step away and give the student time to respond ("I will give you a chance to think about it."), unless it is an emergency.
  - If the student complies, recognize and acknowledge cooperation.
- If the student continues to escalate, implement the preplanned consequence school emergency procedures as appropriate (e.g., room clear, get other adults.



Performance-based feedback

- How often do I get feedback about discipline patterns in my school?
- What kind of feedback do I get?
  - Total referrals
    - Referrals per day
  - Behaviors
  - Locations
  - Actions/consequences?

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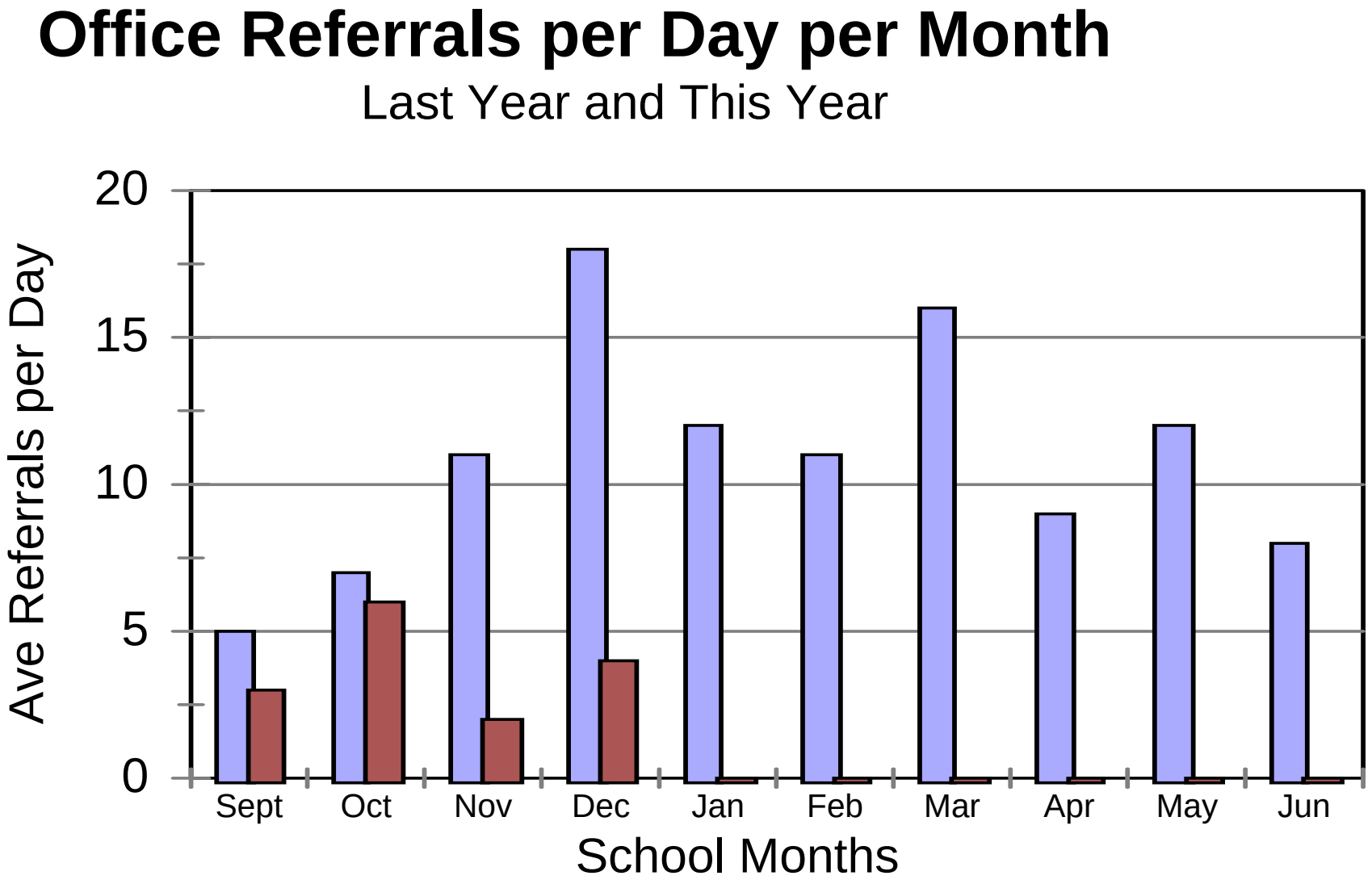
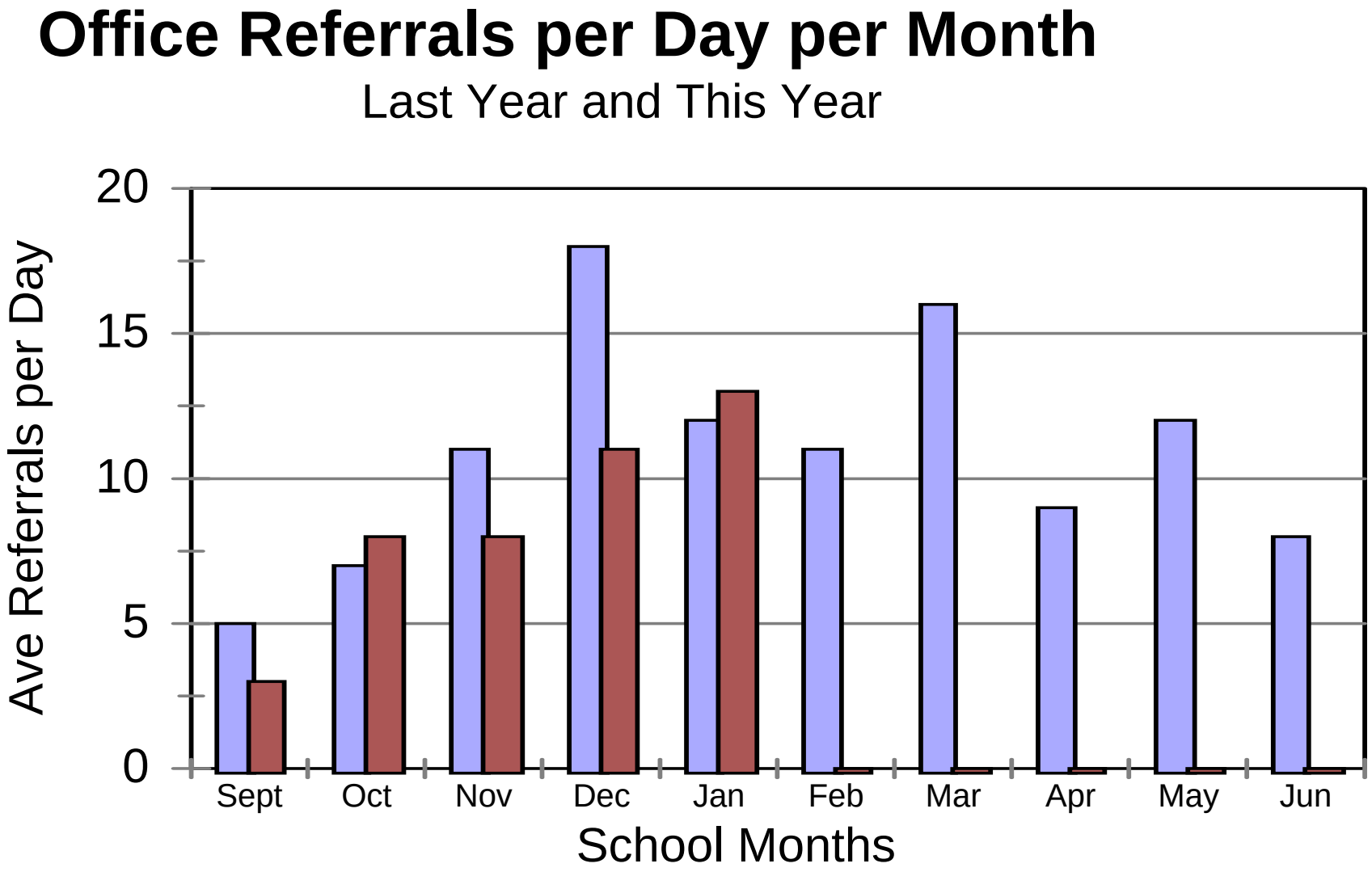
Side 1 av 1
SWIS - Average Referrals Per Day Per Month
SWIS
Average Referrals Per Day Per Month

Is There a Problem?



Is There a Problem?



How do I know we are doing SWPBS?

- Behavior skills taught or reviewed 20+ times/year
- Students actively supervised in all areas of the school
- Students acknowledged frequently
  - 4:1 postive:negative interactions
- >80% students & adults can describe school-wide expectations
  - Safe, respectful, responsible

Evidence?

- Does School wide PBS work?
  - Yes
- Does School wide PBS sustain?
  - Maybe
- What is benefit/cost ratio?
  - Probably good

Nine School Study

- Best Behavior plus Second Step Violence Prevention
- One Year Implementation
- Baseline to Treatment
- Treatment to Comparison

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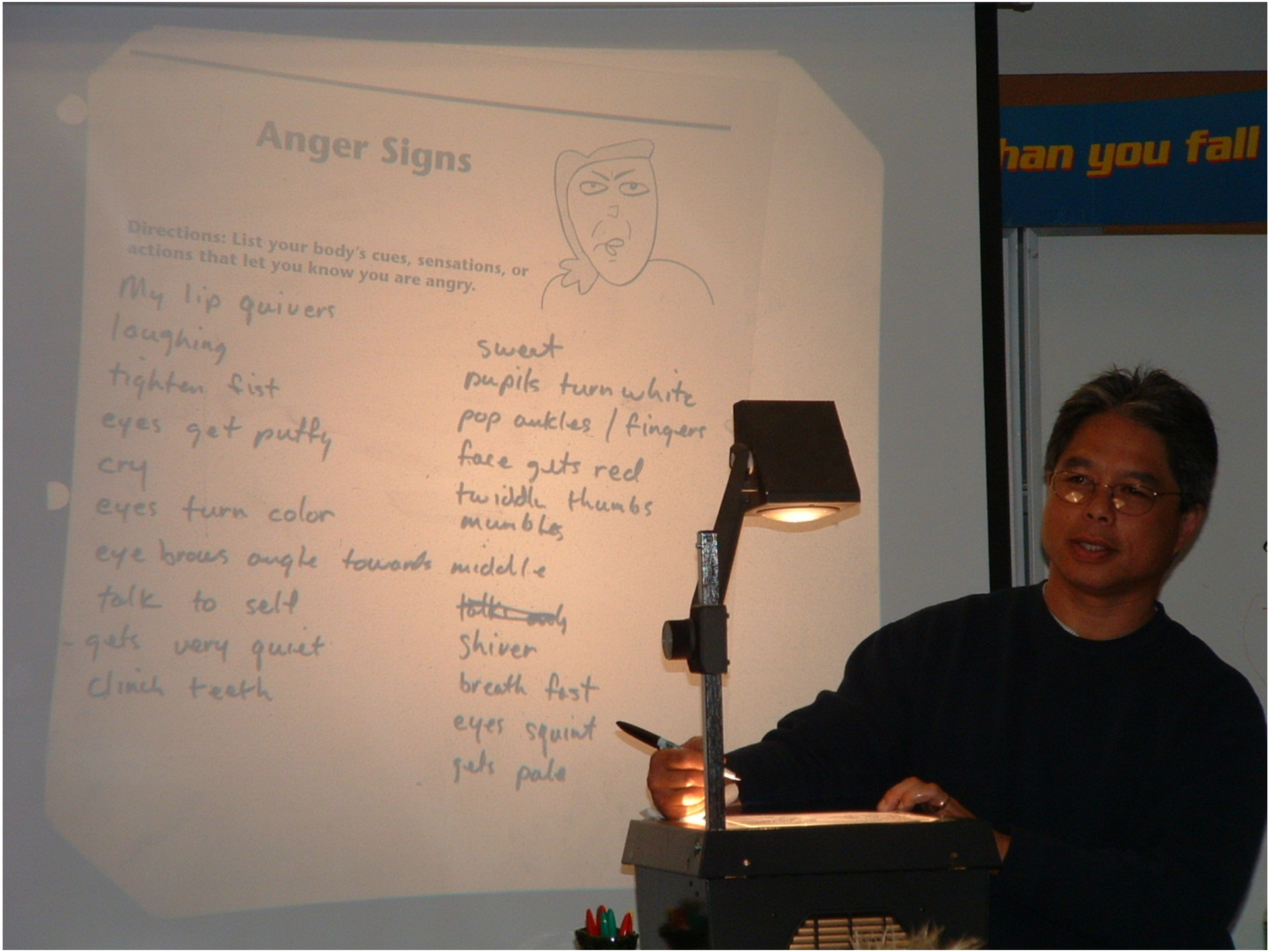
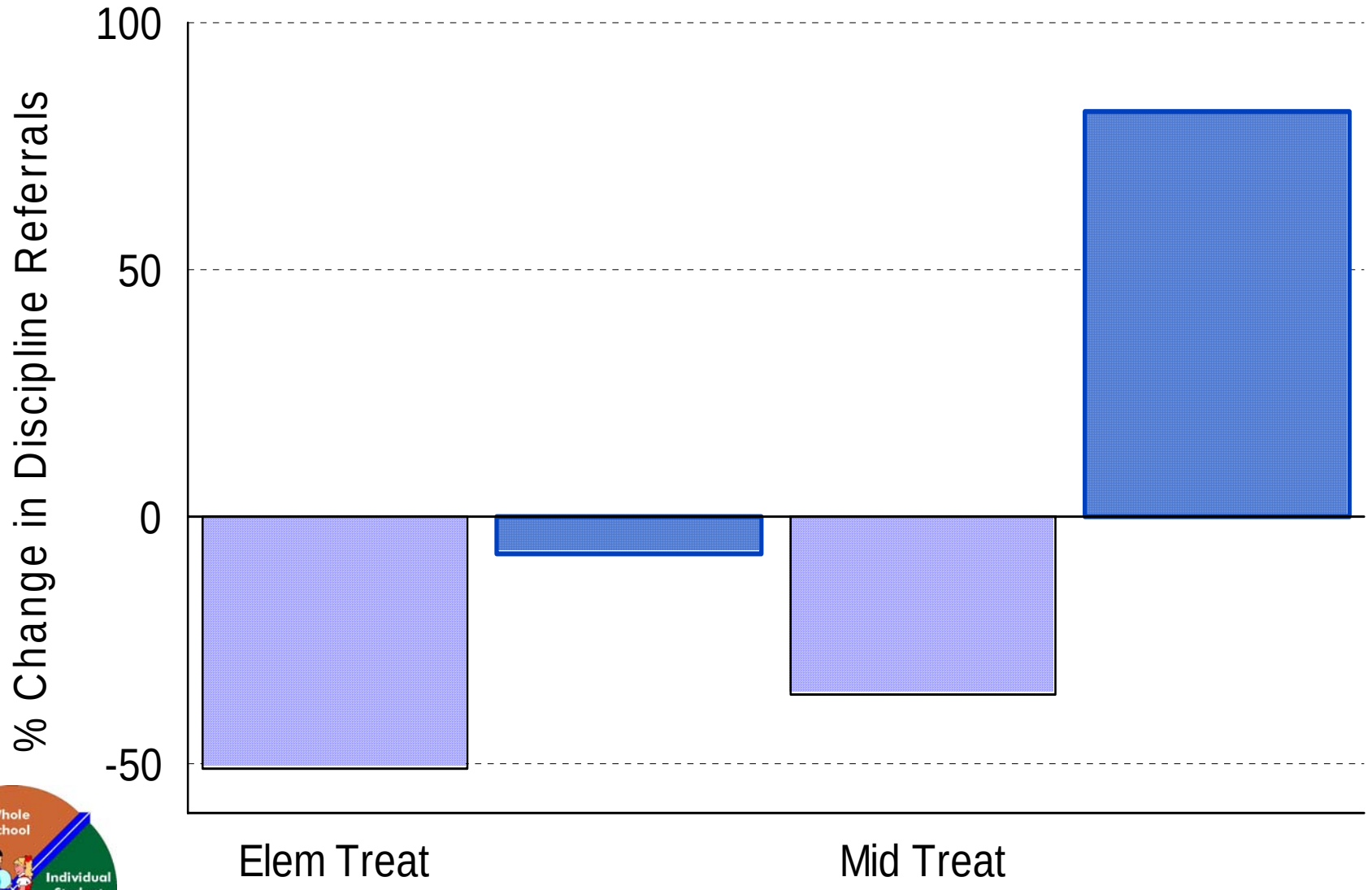
Second Step Violence Prevention Curriculum

- Higher order social skills
  - Empathy
  - Anger Management
  - Problem Solving
    - conflict resolution
    - dealing with bullies
    - responsible decision making


Anger Signs
Directions: List your body's cues, sensations, or actions that let you know you are angry.
My lip quivers
laughing
tighten fist
eyes get puffy
cry
eyes turn color
eye brows angle towards middle
talk to self
- gets very quiet
clinch teeth
sweat
pupils turn white
pop ankles / fingers
face gets red
twiddle thumbs
mumbles
Shiver
breath fast
eyes squint
gets pale
han you fall

Percent Change in Referrals

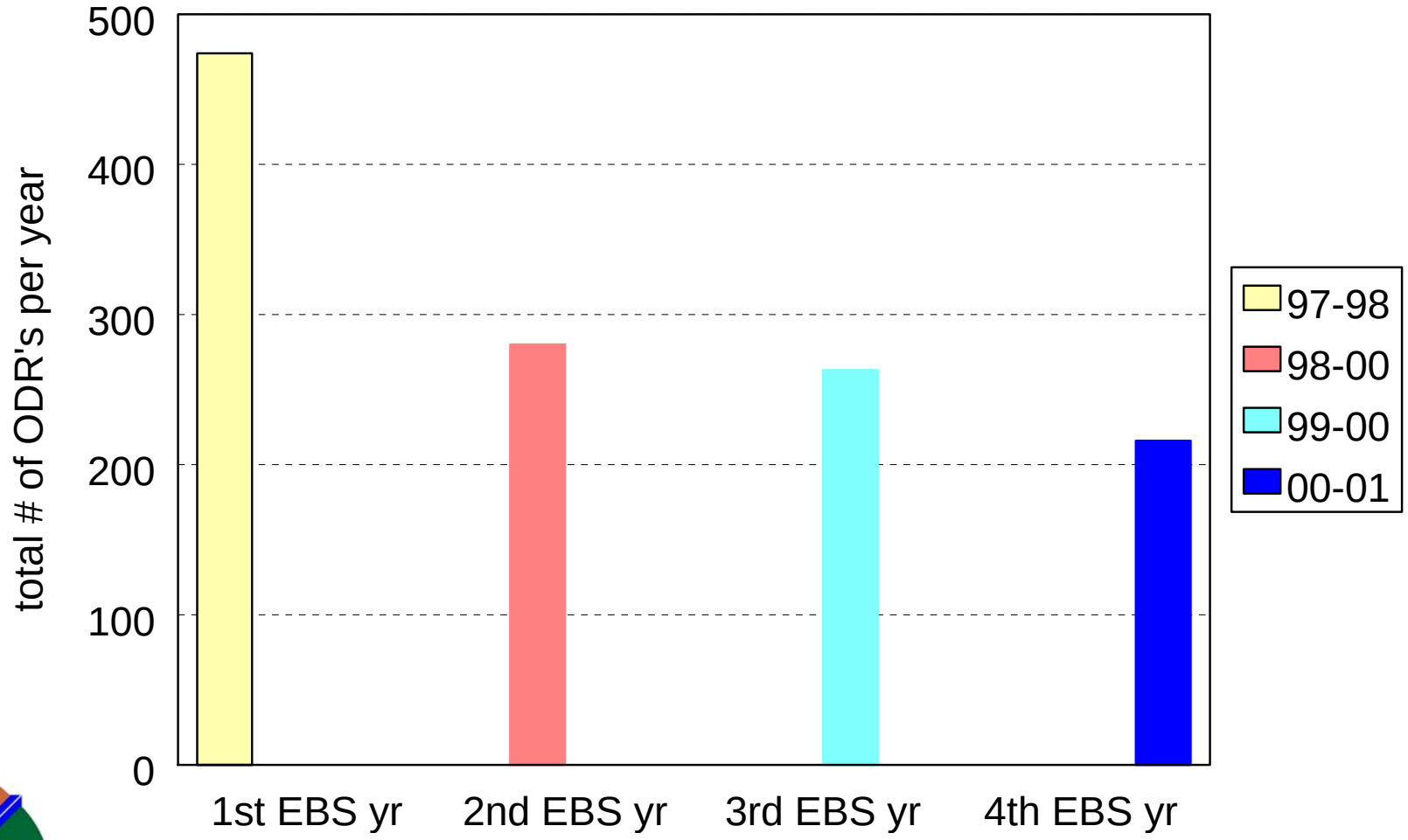


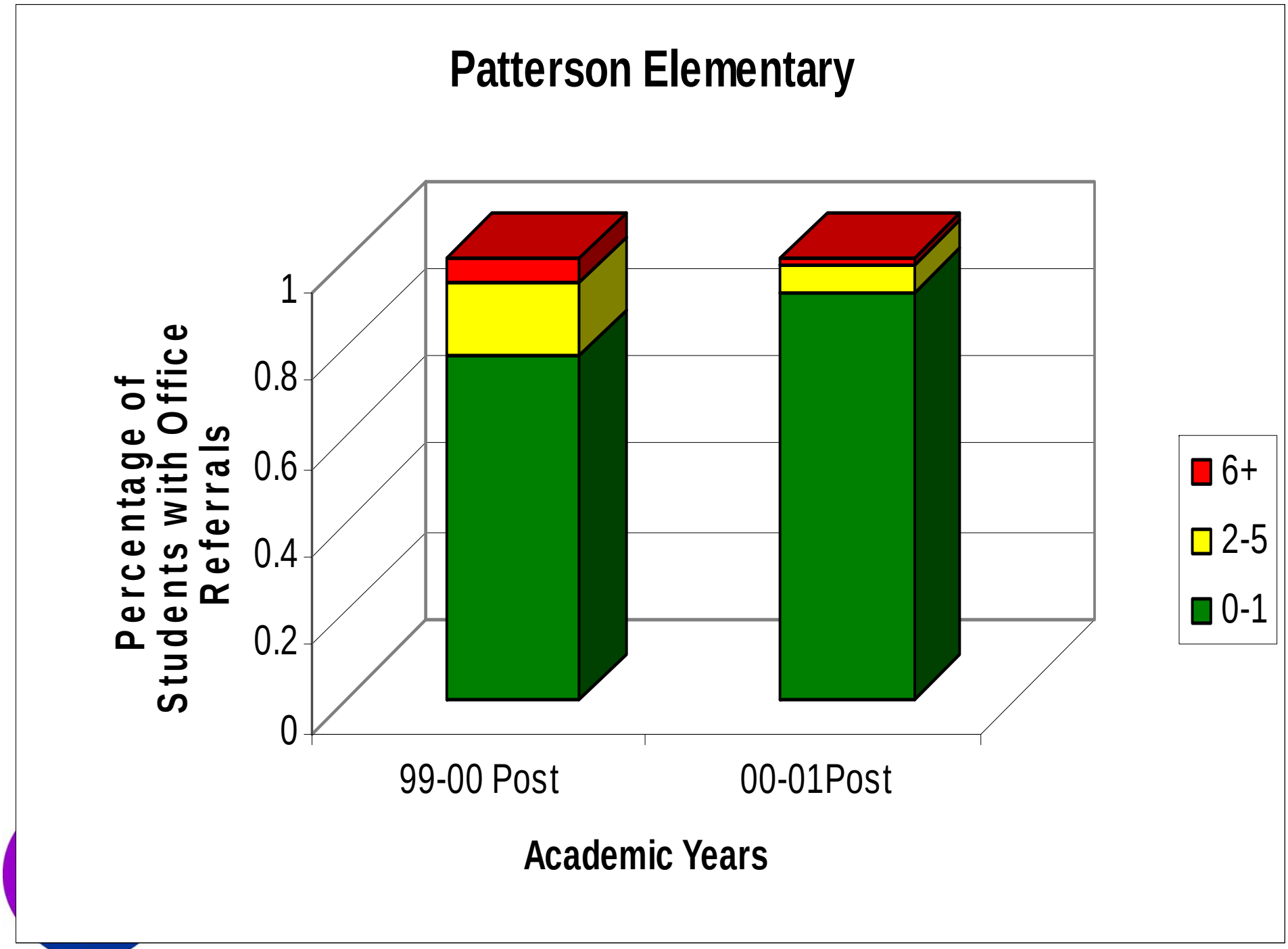
Behavior or Academics

- What does the research say?
  - If you raise achievement, behavior decreases
  - If you decrease behavior, academics improve
- Why not do both?

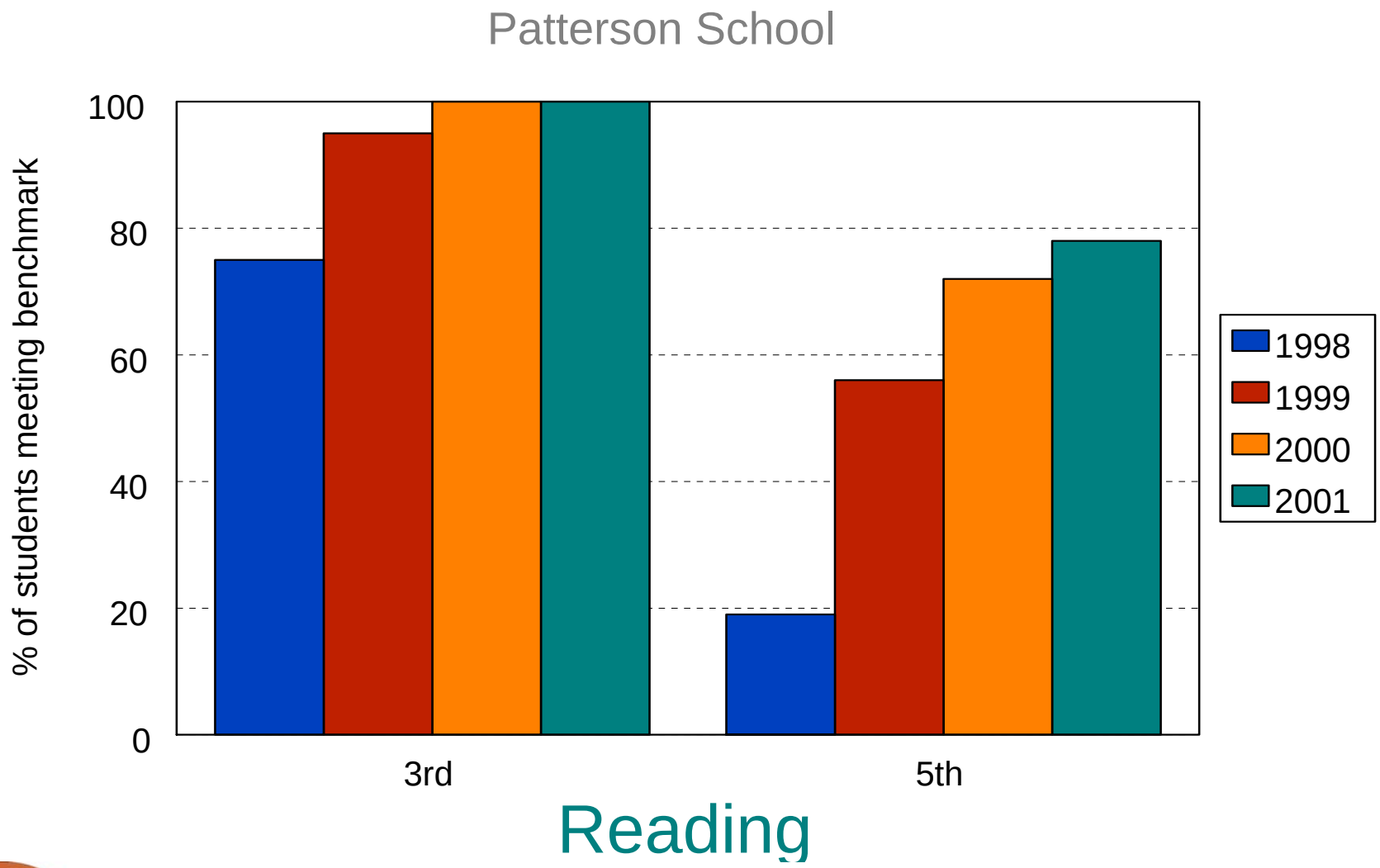
Patterson and Family Schools

Total office discipline referrals



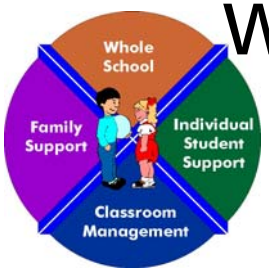

Patterson Elementary
Percentage of Students with Office Referrals
1
0.8
0.6
0.4
0.2
0
99-00 Post
00-01Post
Academic Years
6+
2-5
0-1

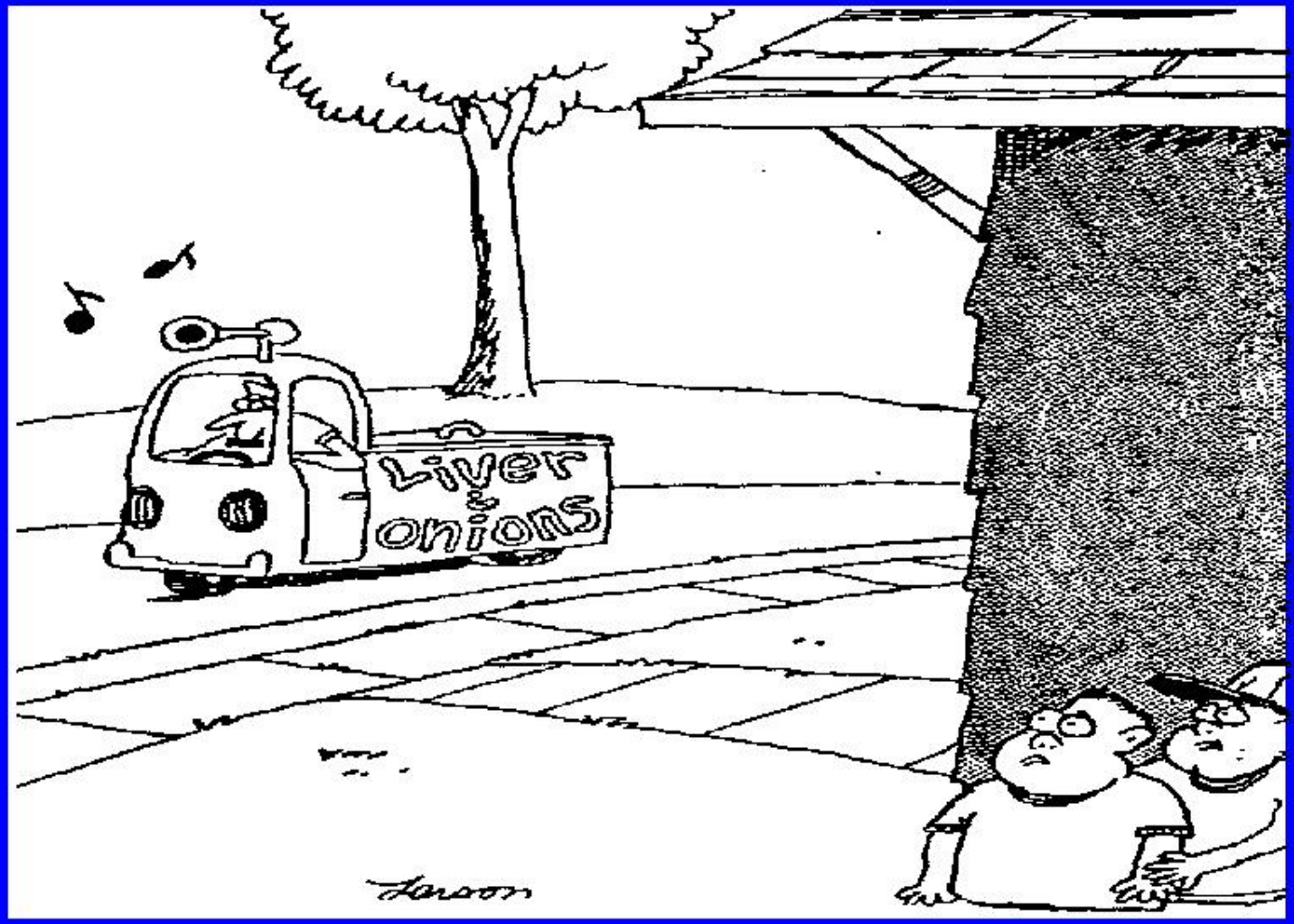
Statewide Assessment Scores



What about those “tough” kids?

- First focus on school capacity and organization
  - consistency
  - Morale
- Reducing general discipline problems will give more time to work with the tough kids
- If we only respond to tough kids, we will never get to all of them!




Liver
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onions
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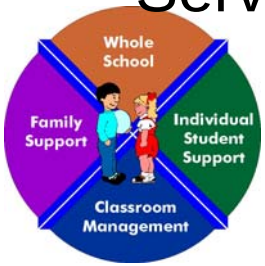
Skills for Success Program Components

- PBS and Second Step Violence Prevention Curriculum (Universal)
- Universal Screening
- Individualized support and school-based adult mentoring
- Intensive social and life skills training
- Alternative discipline and stronger reward systems
- Increased monitoring in school
- Parent collaboration
- Multi-agency service coordination
- Service Learning



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At-risk Student Supports

School Supports

Academic

- Tutoring
- Study Skills

Behavior Supports

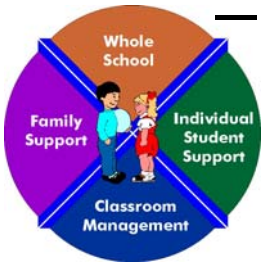
- Social Skills Supports

Advocacy

- **Daily Check-in with student**
  - **Goal Setting**
  - **Adjustment**
- **Monitor student outcomes**
  - **Attendance**
  - **Behavior**
- **Family contact**
  - **Phone**
  - **Note**
  - **Behavior checklist**
- **Weekly check-in**
  - **Content teachers**
  - **School Counselor**
  - **Parents**
- **Bi Monthly support plan review**
  - **Look at data**
  - **Revise supports as needed**

Skills for Success Study

- 3 year, Treatment-control design
- Treatment
  - School Wide PBS
  - Second Step Violence Prevention Curriculum
  - Skills for Success
- Control
  - School Wide PBS
  - “typical treatment” for at-risk youth



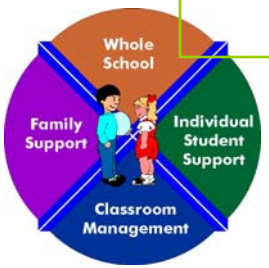
Office Referral & Juvenile Arrest Data

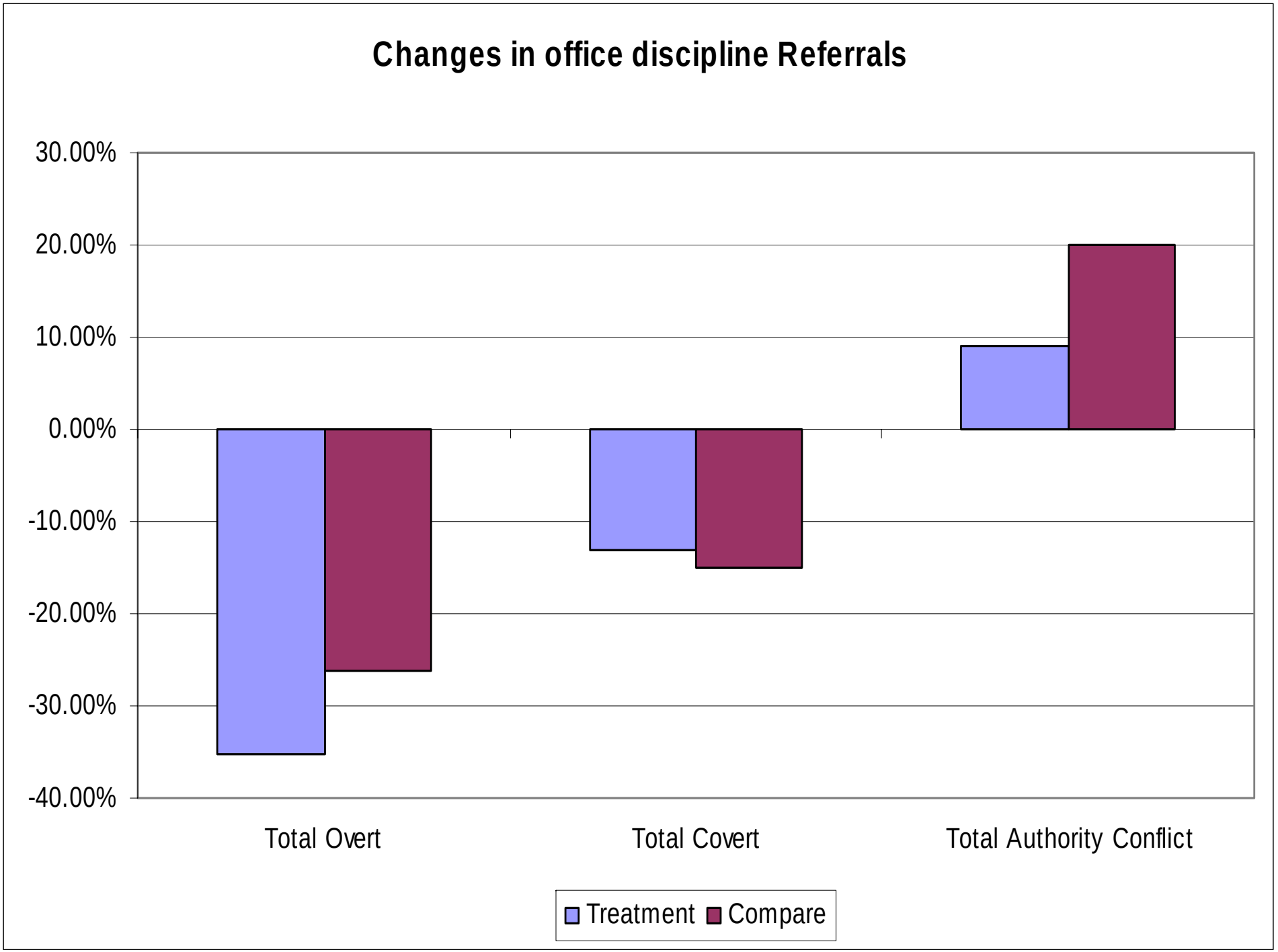
Treatment Group (n=26)

- 81% boys, 19% girls
- 92% white, 18% non-white
- 13% in special education
- 27% previously arrested
- 1 students committed 53% of crimes

Comparison Group (n=25)

- 80% boys, 20% girls
- 88% white, 12% non-white
- 40% in special education
- 12% previously arrested
- 1 students committed 50% of crimes




Changes in office discipline Referrals
30.00%
20.00%
10.00%
0.00%
-10.00%
-20.00%
-30.00%
-40.00%
Total Overt
Total Covert
Total Authority Conflict
Treatment
Compare

Juvenile Arrests

- **Students in Skills for Success Group**
  - 10% increase in number of crimes
  - -7% decrease in severity of crimes

- **Students in Comparison Group**
  - 264% increase in number of crimes
  - 131% increase in severity of crimes

Jeffrey Sprague, Ph.D.
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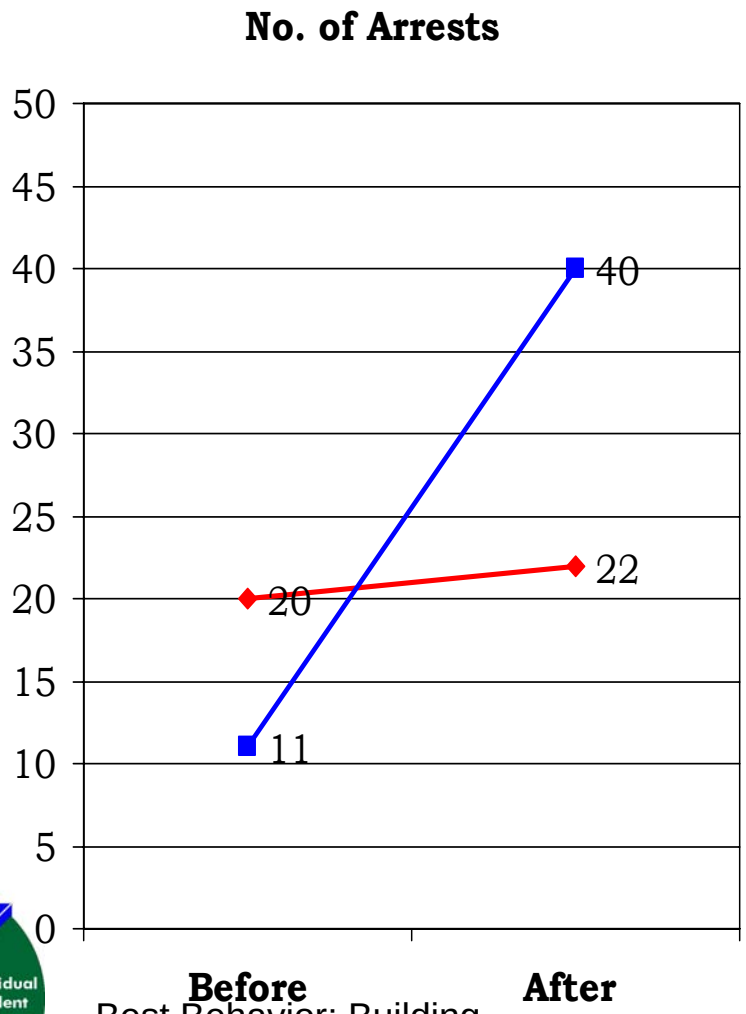
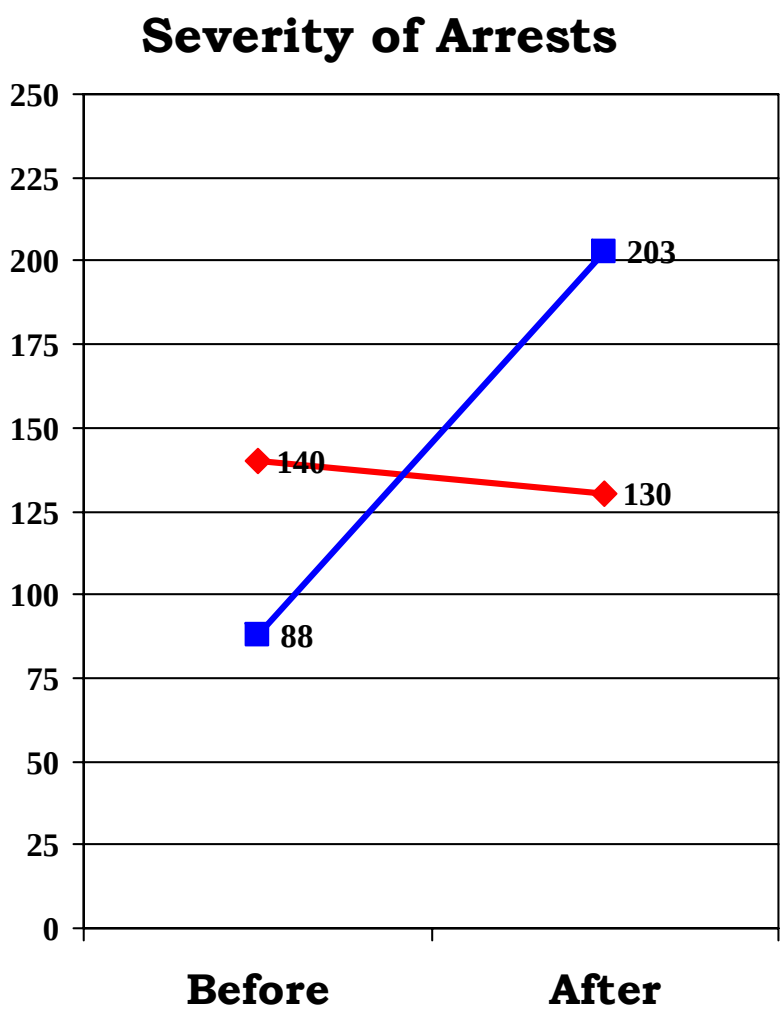
Juvenile Arrest Rates



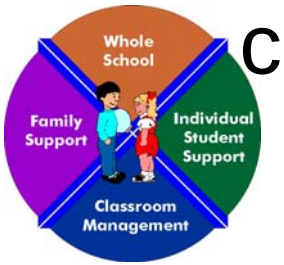


Staying the Course

- Taking a direction with your school colleagues –agreeing on values about how we treat each other and our students– does not mean that we can monitor progress along that direction moment by moment. Sometimes we have to keep the faith even when a valued direction takes unexpected turns.
  - Hayes, Strohsahl, & Wilson (1999)

Preventing “compassion fatigue”

- It is difficult to control the timetable or fluctuations in the intervention process. It can sometimes take a very long time and it will not occur in a straight line.
- Pay attention to your own reactions. Helping children recover from overwhelming experiences has a great deal to do with replenishing their caregivers (**that would be us**).



Preventing/Reducing Compassion Fatigue

- Supportive supervision and coaching
- Ongoing training opportunities
- Use humor
- Defuse anger and frustration—don't deny it!
- Remind yourself daily why you got into the business:
  - **THE KIDS!**

Books and resources

- Best Behavior: Building Positive Behavior Supports in Schools (Sprague & Golly, 2004) www.sopriswest.com
- Safe and Healthy Schools: Practical Strategies (Sprague & Walker, 2005) www.guilford.com
- Institute on Violence and Destructive Behavior
  - **http://darkwing.uoregon.edu/~ivdb/**
- Hamilton Fish Institute on School and Community Safety
  - **www.hamfish.org**